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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Wayne W. Wilkinson 3/8/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Kris Biondolillo 3/9/2018 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 3/30/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Lance G. Bryant 3/30/2018 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Dr. Lacy C. Overley,** [**lcrumrine@astate.edu**](mailto:lcrumrine@astate.edu)**, (870)680-4843**

2. Proposed Starting Term and Bulletin Year

**Fall 2018: (Bulletin Year 2018-2019)**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**COUN 3033**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Multicultural Issues in the Helping Professions**

**Short title= Multicultural Issues**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

***Overview of diverse cultures and their influence on identity development and worldview, and inter/intrapersonal understanding of interacting with diverse individuals for the helping professions. Fall.***

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequisites? **NO**
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. **Yes / No** Is this course restricted to a specific major? **NO**
   1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**FALL**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

10. **Yes / No** Is this course dual listed (undergraduate/graduate)? **NO**

11. **Yes / No** Is this course cross listed? **NO**

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program? **Yes, this course is intended to be part of an undergraduate Certificate in Helping Professions to be proposed in Fall 2018.**

a. If yes, what program?

**Certificate in Helping Professions to be proposed in Fall of 2018**.

13. **Yes / No** Does this course replace a course being deleted? **NO**

a. If yes, what course?

Enter text...

14. **Yes / No** Will this course be equivalent to a deleted course? **NO**

a. If yes, which course?

Enter text...

15. **Yes / No** Has it been confirmed that this course number is available for use? **YES**

*If no: Contact Registrar’s Office for assistance.*

16. **Yes / No** Does this course affect another program? **NO**

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Tentative Schedule of Topics and Assignments**

**(Topic dates are subject to change)**

**Date Topic Reading**

**Week 1**

* **Class 1: Introduction & Class Requirements**
* **Class 2: What It Means to be Culturally Competent Diller (2015)- Chapter 1 & 2**

**Week 2**

* **Class 3: Working with Culturally Diverse Individuals Diller (2015)- Chapter 3**
* **Class 4: Understanding Racism, Prejudice, & White Privilege Diller (2015)- Chapter 4**

**Week 3**

* **Class 5: Current Social Issue/Event Presentation**
* **Class 6: Current Social Issue/Event Presentation**

**Week 4**

* **Class 7: Understanding Culture & Cultural Differences Diller (2015)- Chapter 5**
* **Class 8: Quiz 1**

**Week 5**

* **Class 9: Working with Latino/a Clients Diller (2015)- Chapter 11**
* **Class 10: Working with Natives/Indigenous People Diller (2015)- Chapter 12**

**Week 6**

* **Class 11: Working with African American Clients Diller (2015)- Chapter 13**
* **Class 12: Working with Asian American Clients Diller (2015)- Chapter 14**

**Week 7**

* **Class 13: Working with Arab and Muslim American Clients Diller (2015)- Chapter 15**
* **Class 14: Culturally Diverse Card activity discussion**

**Week 8**

* **Class 15: Working with South Asian American Clients Diller (2015)- Chapter 16**
* **Class 16: Quiz 2**

**Week 9**

* **Class 17: Bias in Service Delivery Diller (2015)- Chapter 8**
* **Class 18: Working with White Ethnic Clients Diller (2015)- Chapter17**

**Week 10**

* **Class 19: Working with Culturally Diverse Parents & Families Diller (2015)- Chapter 6**
* **Class 20: Culturally Sensitive Treatment with Children Diller (2015)- Chapter 7**

**Week 11**

* **Class 21: Mental Health Issues Diller (2015)- Chapter 9**
* **Class 22: Treating Victims of Ethnic Conflict, Genocide, & Mass Violence Diller (2015)- Chapter 10**

**Week 12**

* **Class 23: In-class Activities**
* **Class 24: Quiz 3**

**Week13**

* **Class 25: Service learning project Presentation**
* **Class 26: Service learning project Presentation**

**Week 14**

* **Class 27: Cultural Immersion Group Project Presentation**
* **Class 28: Cultural Immersion Group Project Presentation**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**NONE**

19. Department staffing and classroom/lab resources

**Regular Classroom Only**

1. Will this require additional faculty, supplies, etc.?

**NO**

20. **Yes / No** Does this course require course fees? **NO**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Currently, the psychology and counseling department does not offer an undergraduate course in diversity awareness. Students from this department often go to work in fields where they come into contact with individuals from different cultures and backgrounds. The purpose of this course will be to prepare students to work and interact with diverse individuals. Specifically, this course will provide students with an opportunity to explore different cultures in numerous contexts, develop a better understanding of the role culture plays in relationships and day-to-day interactions, and how their own interactions in helping professions can be tailored when working with individuals of a different culture than their own.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**Arkansas State University aims to educate leaders, enhance intellectual growth, and enrich lives. Congruent with this global goal, the mission of the Clinical Mental Health Counseling program is to prepare students to become culturally competent counselors with a strong professional identity who lead through service and advocacy and can effectively work with diverse populations in various settings including community and social service agencies, school-based settings, in-patient facilities and private practices This course aligns with this mission by training undergraduate students to serve as qualified paraprofessionals and other helping professions working with diverse populations.**

c. Student population served.

**Undergraduates**

d. Rationale for the level of the course (lower, upper, or graduate).

**There currently is no undergraduate course on diversity awareness in the Department of Psychology and Counseling. The Clinical Mental Health Counseling Program is developing an undergraduate Certificate in Helping Professions to be proposed in fall of 2018, which will be available to undergraduate students at Arkansas State University. This course will be offered as a requirement for that Certificate.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[x]** Global Awareness | * 1. **[ ]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**\*NOTE: The learning outcomes below reflect the program expectations for the Certificate in Helping Professions to be proposed in the fall of 2018.**

**The program-level learning outcomes for students enrolled in this course are:**

1. **Students will gain foundational knowledge and develop basic interpersonal communication skills appropriate for application in a variety of paraprofessional helping careers or entry into a graduate program in the helping professions.**
2. **Students will demonstrate an understanding of self-awareness, interpersonal and group interactions, and an understanding of mental health issues from a multicultural, wellness-focused, and developmental perspective.**

**This course is meant to address objective #2**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

This section will be completed during the process of proposing the undergraduate Certificate in Helping Professions (to be completed in Fall 2018).

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| **Program-Level Outcome 1 (from question #23)** |  |
| Assessment Measure |  |
| Assessment  Timetable |  |
| Who is responsible for assessing and reporting on the results? |  |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will understand the implications in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination, internalized oppression and institutional racism, as well as historical and political climate. |
| Which learning activities are responsible for this outcome? | Students will be assigned weekly readings exploring the impact of cultural awareness and how to work with diverse populations from a multicultural mental health perspective.  Students will participate in class discussions of assigned readings and experiential activities conducted in class that promote exploration of diversity and cultural awareness.  Students will review current social issues and events happening in the current society and share what is learned with the class for discussion.  Students will immerse themselves into a culture other than their own through a cultural immersion project. |
| Assessment Measure | Students will be graded on a written summary and presentation of a current social issue or event found through either an article or the news. Students will also demonstrate their understanding through three graded quizzes and a final throughout the semester, Students will partake in an activity that involves direct contact with a culturally different group. They will present and write a reflection about the experience for a grade. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Students will understand attitudes, beliefs, values and acculturative experiences, including specific experiential learning activities that are designed to foster students’ understanding of self and culturally diverse clients. |
| Which learning activities are responsible for this outcome? | Students will be assigned weekly readings exploring the impact of cultural awareness and how to work with diverse populations from a multicultural mental health perspective.  Students will participate in class discussions of assigned readings and experiential activities conducted in class that promote exploration of diversity and cultural awareness.  Students will review current social issues and events happening in the current society and share what is learned with the class for discussion.  Students will immerse themselves into a culture other than their own through a cultural immersion project.  Students will volunteer in the community and share their experience through written expression and presentation. |
| Assessment Measure | Students will volunteer 6 hours to a service opportunity of their choice which they will present to the class and write about their experience through a proposal, handout, a formal write-up, a presentation, and their personal reflection. Students will also demonstrate their understanding through three graded quizzes and a final throughout the semester, Students will partake in an activity that involves direct contact with a culturally different group. They will present and write a reflection about the experience for a grade. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 3** | Students will demonstrate an understanding of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally. |
| Which learning activities are responsible for this outcome? | Students will be assigned weekly readings exploring the impact of cultural awareness and how to work with diverse populations from a multicultural mental health perspective.  Students will participate in class discussions of assigned readings and experiential activities conducted in class that promote exploration of diversity and cultural awareness.  Students will review current social issues and events happening in the current society and share what is learned with the class for discussion.  Students will immerse themselves into a culture other than their own through a cultural immersion project. |
| Assessment Measure | Students will also demonstrate their understanding through three graded quizzes and a final throughout the semester, Students will partake in an activity that involves direct contact with a culturally different group. They will present and write a reflection about the experience for a grade. |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

***Counseling (COUN)***

***COUN 3033. Multicultural Issues in the Helping Professions. Overview of diverse cultures and their influence on identity development and worldview, and inter/intrapersonal understanding of interacting with diverse individuals for the helping professions. Fall.***

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